

# Penn Cambria Curriculum

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| <b>Course Name</b>        | <b>Honors U.S. History I Andrew Jackson → Roaring 20's</b>  |
| <b>Length of Course</b>   | 1 semester (block periods)= 1 credit (1.05 GPA weight)  |
| <b>Grade Level</b>        | 10  |
| <b>Prerequisites</b>      | 88% in Honors World History or 95% in World History   |
| <b>Course Description</b> | <p>This is a more rigorous course that includes the same curricular content as U.S. History 1. However, this course will include a more in-depth, all encompassing study of history and such areas as political institutions, public policy, social and economic change, diplomacy and international relations, and cultural and intellectual developments. This course has rigorous requirements regarding class participation, written analysis and outside readings.</p> <p>The purpose of this course is to analyze United States history from the mid 1800's to the 1920's in terms of political, social and economic issues. Students will study the Jacksonian Era, expansion in the mid 1800's, reform movements in the 1800's, the Civil War, the settlement of the American West, Industrial Growth, the turn of the 20<sup>th</sup> Century, World War I and the Roaring 20's.</p> |
| <b>Units of Study</b>     | <p>The Jacksonian Era<br/> An Era of Reform<br/> National Expansion- Manifest Destiny<br/> Civil War<br/> American West<br/> Industrial Growth &amp; Life at the Turn of the 20<sup>th</sup> Century<br/> World War I<br/> Roaring 20's</p>   |
| <b>Materials</b>          | <p>Text: <u>American Anthem</u> Holt, Rinehart and Winston c2007<br/> Supplemental Materials: Primary source documents</p>  |

At Penn Cambria High School, all core subject courses are aligned to the Pennsylvania Academic Standards and focus on ensuring students have a solid understanding of core concepts. In addition, all courses encourage critical thinking and an in-depth analysis of subject matter in addition to building a strong foundation.

The primary goal of the *honors level* curriculum alternative for these core courses is to provide students with a more in-depth study of the concepts by deepening the academic study and more academic reading. Students in the honors level of a core course will be expected to engage in analysis, evaluation and synthesis level activities with more frequency and for a longer duration than that found in the non-honors level course.

**The following PA Academic Standards are integrated throughout this course. In addition, PA Academic Standards specific to a unit of study are contained within that unit.**

### **History**

**8.1.12 A** Evaluate chronological thinking

**8.1.12 B** Synthesize and evaluate historical sources

**8.1.12 C** Evaluate historical interpretation of events

**8.1.12 D** Synthesize historical research

**8.2.9 A & 8.3.9 A** Evaluate the political and cultural contributions of individuals and groups to Pennsylvania and United States history from 1787-1914 (ex: inhabitants, political leaders, military leaders, cultural and commercial leaders, innovators and reformers).

**8.2.9 B & 8.3.9 B** Identify and evaluate primary documents, material artifacts and historic sites important in Pennsylvania and United States history from 1787-1914.

**8.2.9 C & 8.3.9 C** Identify and evaluate how continuity and change have influenced Pennsylvania and United States history from 1787-1914 (ex: belief systems and religions, commerce and industry, innovations, politics, settlement patterns, social organizations, transportation, Women's Movement).

**8.2.9 D & 8.3.9 D** Identify and evaluate conflict and cooperation among social groups and organizations in Pennsylvania and United States history from 1787-1914 (domestic instability, ethnic and racial relations, labor relations, immigration, military conflicts).

### **Civics and Government**

**5.2.12 D** Evaluate political leadership and public service in a republican form of government.

**5.3.12 B** Analyze the responsibilities and powers of the national government.

**5.3.12 E** Evaluate the role of political parties in election campaigns.

**5.3.12 J** Evaluate the role of the media in political life in the United States and explain the role of the media in setting the public agenda.

**5.4.12 B** Analyze the United States' interaction with other nations and governmental groups in world events.

**5.4.12 C** Compare how past and present United States' policy issues have changed over time and analyze the impact on future international relationships.

### **Geography**

**7.1.12 B** Analyze the location of places and regions.

## Unit 1: The Jacksonian Era

**Estimated Time:** 1.5-2.5 weeks

### **Curricular Objectives:**

Students will:

- a. Analyze the impact of the new two party system that developed during this time on the nation.
- b. Analyze events and evidence that shows a move from nationalism to sectionalism during this era.
- c. Compare and contrast “Jacksonian Democracy” ideals with democratic ideals today.
- d. Analyze the impact of Andrew Jackson’s policies as president on major domestic and foreign affairs.

### **Assessments/ Measurement of Objectives:**

- Objective quizzes and tests
- Open ended responses
- Classroom activities
- Homework exercises
- Writing activities related to objectives
- Projects – group and individual
- Document based essays

### **Suggested Methods of Instruction / Learning Activities:**

- Design a graphic organizer that describes Andrew Jackson’s policies.
- Analyze original documents regarding the Trail of Tears and other Native American Removal issues (reading in content area).
- Organize a campaign for William Henry Harrison or Martin Van Buren.
- Create a display or presentation showing items or examples that show the spirit of Jacksonian democracy found in the U.S. today.
- Identify characteristics of nationalism and sectionalism through a T-chart.
- Essay assignment: differences between north and south
- Map Skills: Labeling Louisiana Territory, Missouri Compromise, Cotton Belt
- Primary and secondary source analysis

## **Unit 2: An Era of Reform – Mid 1800's**

**Estimated Time:** 1-1.5 weeks

### **Curricular Objectives:**

Students will:

- a. Analyze the successes and failures of key reform movements of the mid 1800's including: education, prisons, temperance, transcendentalism, and utopianism, working conditions in factories, women's rights and abolition.
- b. Identify key leaders of these reform movements and their accomplishments.
- c. Analyze the impact of these reforms on the nation.
- d. Describe the impact of the Irish Potato Famine on the United States and the treatment of and attitudes towards immigrants in the U.S. during the mid-1800's.
- e. Compare and contrast factors leading to the growth of nativism in the country with immigration policies and perspectives today.

### **Assessments/ Measurement of Objectives:**

- Objective quizzes and tests
- Open ended responses
- Classroom activities
- Homework exercises
- Writing activities related to objectives
- Projects – group and individual
- Document based essays

### **Suggested Methods of Instruction / Learning Activities:**

- Student research focusing on reformers or reform movements.
- Reformer's Hall of Fame project
- "What if" scenarios (what if a reformer hadn't been born)
- Primary source reading in the content area exercises
- Decision making matrix – "Who Had the Greatest Impact?"
- Analyzing continuity and change in society exercise (past vs. present)
- Lowell Girls – letter activity
- Primary and secondary source analysis

## **Unit 3: National Expansion – Manifest Destiny 1830 - 1850**

**Estimated Time:** 1.5-2.5 weeks

### **Standard Alignment:**

6.3.12 B Evaluate the economic reasoning behind a choice.

7.3.12 C Analyze the significance of human activity in shaping places and regions by their settlement characteristics.

7.3.12 D Analyze the significance of human activities in shaping places and regions by their economic characteristics.

### **Curricular Objectives:**

Students will:

- a. Analyze the impact of manifest destiny on the nation.
- b. Describe how Americans moved west.
- c. Examine the impact of the gold rush in California on national expansion.
- d. Describe the causes, events, and results of the Texas fight for independence.
- e. Analyze the causes, events, and results of the Mexican War.

### **Assessments/ Measurement of Objectives:**

- Objective quizzes and tests
- Open ended responses
- Classroom activities
- Homework exercises
- Writing activities related to objectives
- Projects – group and individual
- Document based essays

### **Suggested Methods of Instruction / Learning Activities:**

- Create a journal entry for pioneer moving west that describes their life.
- Create a visual aide that outlines the parts of the Compromise of 1850.
- Compare the Mexican War with more recent wars.
- Stations based activities focusing on specific topics during era
- Essay- Was Manifest Destiny justified?
- Primary source readings from the Gold Rush
- Primary and secondary source analysis

## Unit 4: Civil War

**Estimated Time:** 3-4 weeks

### **Curricular Objectives:**

Students will:

- a. Analyze the effects of the Compromise of 1850..
- b. Analyze economic, political, and social causes of the Civil War.
- c. Describe issues that led to the secession of Southern states from the Union.
- d. Describe events during the Civil War including major battles.
- e. Compare and contrast the advantages of both sides during the Civil War.
- f. Describe life on the home front (Union and Confederate) and in the military during the Civil War.
- g. Analyze the short and long term effects the war had on politics, society in the north and the south, the economy and national policy.
- h. Analyze the short and long term effects of the end of slavery and Reconstruction
- i. Compare and contrast the various Reconstruction plans for the South and analyze their success and failures.

### **Assessments/ Measurement of Objectives:**

- Objective quizzes and tests
- Open ended responses
- Classroom activities
- Homework exercises
- Writing activities related to objectives
- Projects – group and individual
- Document based essays

### **Suggested Methods of Instruction / Learning Activities:**

- Creation of battle charts that list pertinent information.
- Decision making matrix – Who Had the Greater Advantage?
- Role-playing or skits of famous events.
- Research report or project focusing on one specific topic concerning the Civil War.
- Primary source document analysis
- Summary guide for Reconstruction
- Graphic Organizer – Reconstruction
- Primary and secondary source analysis

## **Unit 5: The American West: Late 1800's**

**Estimated Time:** 1-2 weeks

### **Curricular Objectives:**

Students will:

- a. Analyze various government policies with regards to settlement of the west and Native American relations.
- b. Analyze the impact of the cattle industry, mining, and farming in the west.
- c. Explain the challenges and successes of settlers in the west.

### **Assessments/ Measurement of Objectives:**

- Objective quizzes and tests
- Open ended responses
- Classroom activities
- Homework exercises
- Writing activities related to objectives
- Projects – group and individual
- Document based essays

### **Suggested Methods of Instruction / Learning Activities:**

- Direct instruction
- Comparison of fictionalized versions of the old west and historical facts.
- With hindsight, brainstorm different possible solutions to the conflict between Native Americans and white settlers.
- Assume the role of a cowboy on the long drive to Abilene, Kansas.
- Analyze primary source documents
- Reading in the content area activities
- Effects of railroad activities
- Primary and secondary source documents

## Unit 6: Industrial Growth and Life at the Turn of the 20<sup>th</sup> Century

**Estimated Time:** 3-4 weeks

### **Additional Standard Alignment:**

5.3.12 J Evaluate the role of media in political life in the United States and explain the role of the media in setting the public agenda.

6.3.12 C Evaluate the allocation of resources used to produce goods and services.

6.4.12 A Analyze how specialization may increase the standard of living.

6.4.12 B Analyze the relationships between trade, competition and productivity.

6.5.12 A Analyze the factors influencing wages.

6.5.12 F Assess the impact of entrepreneurs on the economy

7.3.12 C Analyze the significance of human activity in shaping places and regions by their settlement characteristics.

7.3.12 D Analyze the significance of human activities in shaping places and regions by their economic characteristics.

### **Curricular Objectives:**

Students will:

- a. Analyze the impact of new technology on the expansion of industry in the late 1800's.
- b. Examine the role of railroads and other transportation advances on industrial development in the late 1800's.
- c. Describe factors that led to the growth of large business organizations in the late 1800's.
- d. Explain the impact of the Johnstown Flood of 1889 on Pennsylvania and the country.
- e. Describe how and why labor attempted to organize in the late 1800's.
- f. Examine the successes and failures of attempts to reform labor and politics.
- g. Identify examples of political corruption during the Gilded Age.
- h. Analyze the causes and effects of the Populist movement.
- i. Explain conditions resulting from urban growth at the turn of the century.
- j. Describe the treatment of and attitudes towards immigrants in the late 1800's.
- k. Analyze reasons for imperialism in the U.S. around the turn of the century.
- l. Identify and analyze the effectiveness of bias and propaganda techniques.
- m. Analyze the causes, events, and results of the Spanish American War.
- n. Analyze the short and long term impact of the Progressive movement on the nation.

### **Assessments/ Measurement of Objectives:**

- Objective quizzes and tests
- Open ended responses
- Classroom activities
- Homework exercises
- Writing activities related to objectives
- Projects – group and individual
- Document based essays

### **Suggested Methods of Instruction / Learning Activities:**

- Class discussion and role playing of working conditions in the 1800's.
- Create a vocabulary crossword puzzle relating to the growth of business organizations.
- Create a graphic organizer that shows the causes, events, and effects of the Populist movement.
- Research focusing on industrial growth locally
- Johnstown Flood Video and class activities
- Panama Canal – Primary source documents study
- Graphic organizer examining Progressive movement and impact today
- Primary Source readings – excerpts from *The Jungle* or other progressive writings
- Political Cartoons and Roosevelt activities
- Activity on role of media and propaganda
- Primary and secondary source documents



## Unit 8: World War I

**Estimated Time:** 2-3 weeks

### **Standard Alignment:**

- 8.2.12 A & 8.3.12 A Evaluate the political and cultural contributions of individuals and groups to Pennsylvania and United States history from 1890 to Present (ex: inhabitants, political leaders, military leaders, cultural and commercial leaders, innovators and reformers).
- 8.2.12 B & 8.3.12 B Identify and evaluate primary documents, material artifacts and historic sites important in Pennsylvania and United States history from 1890 to Present.
- 8.2.12 C & 8.3.12 C Identify and evaluate how continuity and change have influenced Pennsylvania and United States history from 1890 to Present (ex: belief systems and religions, commerce and industry, innovations, politics, settlement patterns, social organizations, transportation, Women's Movement).
- 8.2.12 D & 8.3.12 D Identify and evaluate conflict and cooperation among social groups and organizations in Pennsylvania and United States history from 1890 to Present (domestic instability, ethnic and racial relations, labor relations, immigration, military conflicts).

### **Curricular Objectives:**

Students will:

- Analyze the causes of World War I and events leading to US involvement.
- Identify major military and diplomatic events during World War I.
- Analyze the impact of World War I on American society.
- Analyze the short term and long term results of World War I.

### **Assessments/ Measurement of Objectives:**

- Objective quizzes and tests
- Open ended responses
- Classroom activities
- Homework exercises
- Writing activities related to objectives
- Projects – group and individual
- Document based essays

### **Suggested Methods of Instruction / Learning Activities:**

- Zimmerman Note primary resource activity / open ended questions
- "Life in the Trenches" documentary
- Field journal entry activity
- Analysis of 14 Points to decide which are most important
- Primary and secondary source analysis

## Unit 9: Roaring Twenties

**Estimated Time:** 1-2 weeks

### **Standard Alignment:**

- 6.1.12 D Describe historical examples of expansion, recession, and depression internationally.
- 8.2.12 A & 8.3.12 A Evaluate the political and cultural contributions of individuals and groups to Pennsylvania and United States history from 1890 to Present.
- 8.2.12 B & 8.3.12 B Identify and evaluate primary documents, material artifacts and historic sites important in Pennsylvania and United States history from 1890 to Present.
- 8.2.12 C & 8.3.12 C Identify and evaluate how continuity and change have influenced Pennsylvania and United States history from 1890 to Present.
- 8.2.12 D & 8.3.12 D Identify and evaluate conflict and cooperation among social groups and organizations in Pennsylvania and United States history from 1890 to Present.

### **Curricular Objectives:**

Students will:

- Analyze the impact trends such as nativism, anti-communism, and isolationism had on the country.
- Analyze the impact of new business trends, the automobile, advertising, and consumerism on society in the 1920's.
- Compare and contrast the conflicting values evident in the 1920's including the impact of prohibition, pop culture, and social changes.
- Compare and contrast new roles for women emerging in the 1920's with today.
- Examine the impact of the Harlem Renaissance on society.

### **Assessments/ Measurement of Objectives:**

- Objective quizzes and tests
- Open ended responses
- Classroom activities
- Homework exercises
- Writing activities related to objectives
- Projects – group and individual
- Document based essays

### **Suggested Methods of Instruction / Learning Activities:**

- “Detroit Before and After” activity
- “Who Dun It?” activity
- Primary and secondary source analysis